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This collection of education statistics, covering the past decade, the present, and—in some instances—the years ahead, was designed to serve two basic purposes: To give a selection of basic higher educational statistics in ready reference form and to call attention to information that is still needed about colleges and universities and about the organization and application of such information in the Southern States.

The 33 tables presented in the report give totals for individual States, for the combined S.R.E.B. States, and for the United States as a whole. They cover college-age population and enrollment, expenditures for scholarships and fellowships, occupational statistics, the number of faculty members and their average salaries, graduate enrollment and doctorates earned, library expenditures, value of physical plants, number of telecourses given, State operational support of public institutions, and private gifts and grants.

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STATISTICS FOR THE SIXTIES

Higher Education in the South

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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I BELIEVE you will find the attached publication of more than usual interest.

As a companion piece to "Within Our Reach," the report of the Commission on Goals for Higher Education in the South, it constitutes the most current and comprehensive reference work about Southern higher education.

It discusses what a state ought to know about higher education, and presents a wide selection of basic data, state-by-state.

Additional copies are available upon request.

WINFRED L. GODWIN, *Director*
Southern Regional Education Board

STATISTICS FOR THE SIXTIES

Higher Education in The South

Southern Regional Education Board
Atlanta, Georgia
1963

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Foreword

"We must cast away forever the traditional double standard according to which Southern institutions are compared only with others in the region. If excellence is to have any meaning at all, it is a universal concept, and we must insist that Southern colleges and universities be measured against the same criteria of excellence which are applied everywhere." With this conviction as its guide, the Commission on Goals for Higher Education in the South undertook the task of defining the directions in which Southern higher education should move.

Its recommendations, based on a careful consideration of supporting statistical evidence and of many working papers prepared for the Commission by specialists, were spelled out in the report *Within Our Reach.*

It is appropriate to supplement *Within Our Reach* by publication of this collection of "statistics for the sixties" which is designed to serve two primary purposes. First, through a discussion of "what the states need to know about higher education," it calls attention to the many gaps in our knowledge about colleges and universities and in the organization and application of such information in the Southern states, with suggestions of ways to remedy this situation. Second, it offers a selection of basic higher educational statistics in a ready reference form.

The data included here are only illustrative of the kinds of information which will be needed to facilitate the orderly development of higher education in our region. They should be especially useful to the busy educator, legislator, publicist or interested citizen who does not have time to consult a large number of sources. To help in "casting away the traditional double standard," national comparisons are provided wherever possible, along with regional averages which are needed for the purpose of summarization. The information is relevant to the interests of both public and private higher education. Even those tables in which data about state supported institutions alone are presented should be useful to the private institutions.

The cooperation of the Atlanta office, U. S. Bureau of Labor Statistics; the Research Division, National Education Association; Office of Special Studies, National Science Foundation; and the U. S. Office of Education, in providing special tabulations, is gratefully acknowledged.

WINFRED L. GODWIN, *Director*
Southern Regional Education Board

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What The States Need to Know About Higher Education

An ever growing procession of youth is approaching our colleges and universities. Already some who seek admission find the doors closed. The situation with which we are now confronted and the more serious problems that lie ahead cannot be contemplated with complacency. Forward-looking governors, aware of the impending demands for higher education and of its importance to future citizens and to society, have appointed commissions to determine needs and to recommend plans for an orderly development of institutions to meet these needs. State legislatures likewise feel the pressures of the growing demand for higher education and through duly constituted channels are endeavoring to decide how an expanding system of higher education can be supported adequately. Moreover, the colleges and universities — public and private — themselves are undergoing serious self-examination for the purpose of reaffirming or redefining their respective roles in a system of higher education and of finding ways to fulfill their roles economically and efficiently but at a high level of excellence.

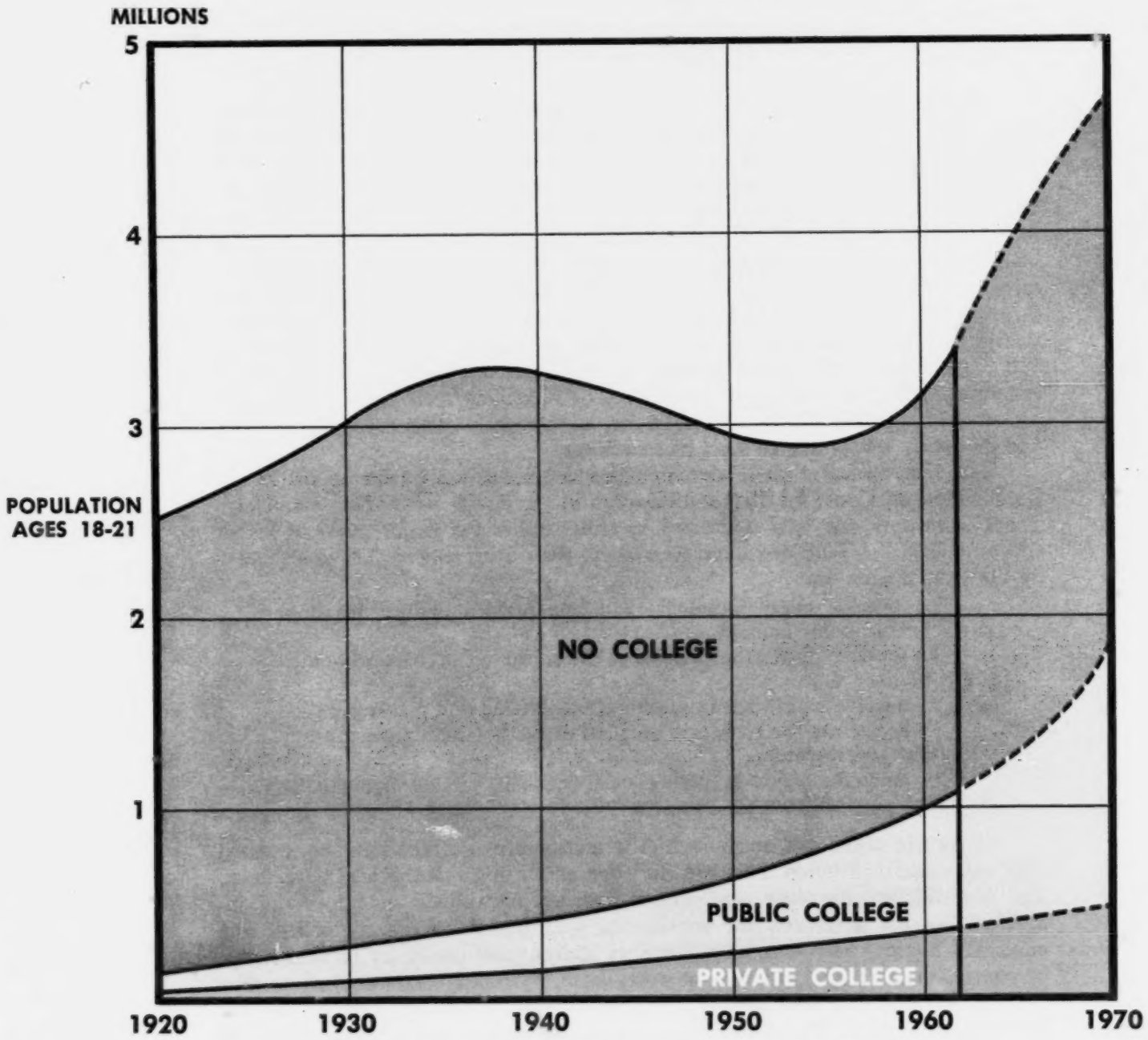
The importance of these developments is emphasized by the report of the Commission on Goals for Higher Education in the South — *Within Our Reach*. The Commission not only delineates in bold strokes the major goals of higher education but also indicates steps essential to their achievement. The goals stated by the Commission are:

> To provide every individual with the opportunity for maximum development of his abilities.
>
> To produce citizens responsive to the social, economic and political needs of their time.
>
> To achieve excellence in teaching, scholarship and research.
>
> To accelerate the economic progress of the Southern region through education and research.
>
> To guide the region in solving social problems created by population changes, racial differences, urbanization and technological growth.

Goals like these will not be achieved merely because they have been stated with vigor and conviction. Nor can the state as an abstract entity achieve them. The responsibility for their achievement rests on individuals and groups of individuals — the governors, the legislatures, state boards of regents, college and university boards, university administrators, college and university faculties, and, of course, the informed citizenry of every state. Voluntary organizations such as the state education associations, the state associations of colleges and universities, the Parent-Teachers Association, the Association of University Women, and the League of Women Voters, also have a stake in the quality and kind of education a state provides. Their observations and advice will influence developments.

Among the factors that are involved in planning effectively the future of higher education are: the definition of specific issues to be considered in the formulation

An Ever Growing Procession



The Trend in College Attendance by the College Age Population (18 to 21) in SREB States, 1920-1970

of plans, the development of a design for higher education in the future, and the determination of appropriate sequential steps necessary to put plans into effect. The importance of these factors in making wise decisions may be emphasized by noting a few illustrative issues with which some states are confronted.

Demographic studies indicate that within a decade college enrollments in a particular state will more than double. What expansion of present facilities and what new institutions will be required to provide adequately for this growth in college population?

An influential citizens committee demands that a new research and data processing center be established in an area of the state where there is a concentration of industrial and governmental research activity.

A junior college located in a large metropolitan area requests that it be converted into a state-supported, degree-granting institution.

A state college proposes legislation that would give it university status.

A new state university requests authorization to establish an engineering college. There are already several engineering programs in public universities and one in a private university in the state.

A state university requests authorization to establish a new law school in a state in which a number of public and private law schools are already in operation.

The education committee of the legislature recommends that admission requirements of the state universities be raised, that tuition for out-of-state students be increased, and that the number of out-of-state students be limited.

A state board of regents proposes legislation to create a state scholarship and loan fund to aid capable students of modest means.

A citizens committee recommends that grants of state funds be made to private higher institutions.

Most of these problems are specific in nature. They cannot be solved, however, unless considered as facets in a complex of higher educational needs and resources. It seems obvious, therefore, that if agencies or individuals responsible for formulating policies and making decisions on such issues are to proceed intelligently they must have at their command many kinds of information. This booklet is designed to suggest the kinds of facts that may be required for particular purposes, sources from which they may be secured, and ways in which they may be used most effectively. A selection of facts frequently sought at the state level is included. The pattern of organization follows the outline of "steps to the goals" in *Within Our Reach,* the report of the Commission on Goals for Higher Education in the South. These steps are:

- Toward full opportunity
- Toward new horizons
- Toward excellence
- Toward greater efficiency
- Toward better finance and planning

These steps suggest the major purposes for which data are required.

In order to determine a state's needs for higher education, the adequacy of its institutions to meet these needs, and the requirements to fill any gaps between need and present facilities, two kinds of information are required — demographic data and data on existing higher institutions.

Demographic Data: These include the size of the current population and trends in population growth or decline for the state as a whole, and for such sub-areas within the state as counties or rural and urban districts. The data should show the population distribution by such categories as age, sex, race and occupation. It will be important to have accurate information about the number of high school graduates, trends in the percentage of high school graduates who attend college within the state and elsewhere, the plans of high school graduates for post-secondary education, where they plan to go, what they wish to prepare for, and how they expect to pay for their education. Some information might also be provided concerning the distribution of aptitude and achievement test scores of high school graduates in relation to their educational plans.

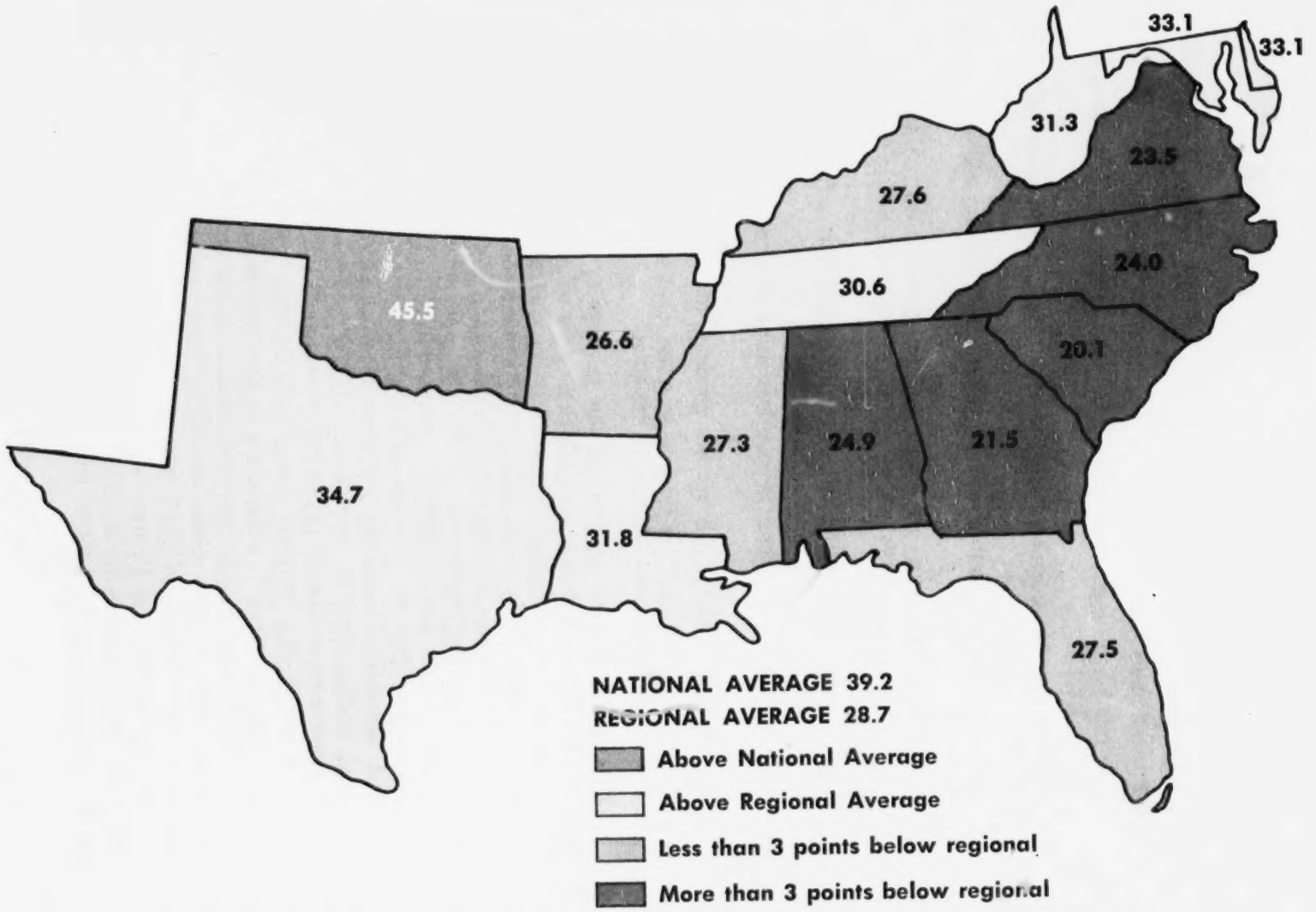
Most of the information related to population growth and characteristics can be derived from census reports, but it must be borne in mind that census data secured at ten-year intervals will not be satisfactory for planning throughout a ten-year period. Supplementary studies of population will have to be made unless an interim census is taken. Information about the number of high school graduates and the college-going habits of the graduates is generally available in the office of the Chief State School Officer. Ordinarily, however, a special questionnaire study will be required to determine the post-secondary school plans of seniors. If there is a state-wide testing program for seniors, much information can be secured from that source.

From these data, fairly accurate predictions can be made of increases in college enrollments to be expected over a period of years, the professional programs that high school graduates plan to enter, the geographical areas in which the potential college students are concentrated, where they plan to attend college, and what financial resources they have to enable them to realize their plans. Examples of demographic data from standard sources are included in the first two sections of this booklet.

While demographic data may indicate what the future demand for post-high school education will be, it will be necessary also to know what expansion of present institutions and facilities and what new institutions will be required to provide full opportunity to all qualified persons who seek it. Therefore, data on the facilities of higher institutions must also be available.

Data on Higher Education: When a state is confronted with an increase of 50 per cent or 100 per cent or 200 per cent in college enrollments within a decade, those responsible for planning and those responsible for appropriations must have a clear idea of the programs of existing institutions, maximum capacities for effective operation, when full capacity will be reached, what new institutions and facilities will be required, when they must be available and what the estimated

Percent of Youth in College Measures Degree of Opportunity



1960-61 Enrollment as a Per Cent of College Age Population (18 to 21) SREB States

FIGURE 2

cost will be. More specifically, data of the following types will be required concerning higher institutions and facilities:

The number and types of colleges and universities, public and private.

The accredited status of each.

What majors are offered in the arts and sciences leading to a baccalaureate, master's or doctor's degree.

Professional programs leading to degrees at different levels.

The number of degrees granted in each field of specialization and at each degree level.

The number of students enrolled in each major or field of specialization at each degree level.

Plans for the extension of existing programs or for the addition of new ones.

Enrollments (full-time, part-time, and full-time-equivalent) by institutions, public and private, and by schools and colleges within each institution

The distribution of enrollments by institutional levels — freshman, sophomore, junior, senior, master's and doctoral.

The percentage of students in each institution who come from within the state.

The sources of those who are not residents of the state.

The percentage of college students who are residents of the state but are enrolled in institutions outside of the state.

For the purpose of determining the relationship between the geographical location of institutions and the geographical origin of students, information should be secured on the percentage of state resident students in each institution who come from specific areas of the state — by counties or other geographical units. Importance should also be attached to the distribution of total enrollments among the various types of institutions — for example, the number and per cent in public and private junior colleges, senior colleges, graduate and professional schools. If these data are available over a period of years, significant trends can be noted. Moreover, it is essential to know in which institution and at what levels additional students can be accommodated in existing facilities and what plans each institution has for future expansion of its student capacity.

To note whether different types of institutions enroll students possessing distinctive characteristics, it is necessary to have information about the students in each institution according to age, sex, marital status, aptitude and achievement test scores, rank in high school graduating class, career plans, education and vocation of parents, and parental income.

A selection of state-by-state statistics illustrating the kind of information which the states must have in order to provide facts with which to push for greater opportunity is presented in Tables 1 through 9.

Toward New Horizons

Both the scope and the pattern of higher education are undergoing enormous changes. Much of the content of education of only a decade ago is out of date because of the rapid rate at which the boundaries of knowledge are being expanded. Also, many individuals whose education was adequate and appropriate for the day when they went to college must now update their education or they must stay on the sidelines as onlookers to the advances of technology and automation. Changes from rural to urban life, the development of large industrial centers, new knowledge and techniques in the field of mental health, urgent needs for community planning, the emergence of new fields of research, and the development of new educational processes — these and other factors require colleges and universities to extend the horizons of their vision and responsibilities. In order to appraise these emerging needs and to take full account of them in planning higher education for the future, the following kinds of information will be required:

Changes and trends in patterns of employment.

Emerging and unmet manpower needs.

The demands for various kinds of adult education.

The demands for advanced scientific and technological education in off-campus centers, technical institutes, and community colleges.

Present programs in adult and continuing education — offerings, location, enrollments, auspices under which they are given, how they are administered and coordinated.

Post-secondary education provided by business and industry — purposes, offerings, location, and enrollments.

Gaps that exist between demand and provision in these fields of educational service.

Personnel, facilities, and expenditures required to bridge the gaps.

New horizons also appear in science and technology. Research and data processing centers are already being established in some states quite independently of the facilities available in both publicly and privately supported universities. This is an area in which information is urgently needed on such questions as:

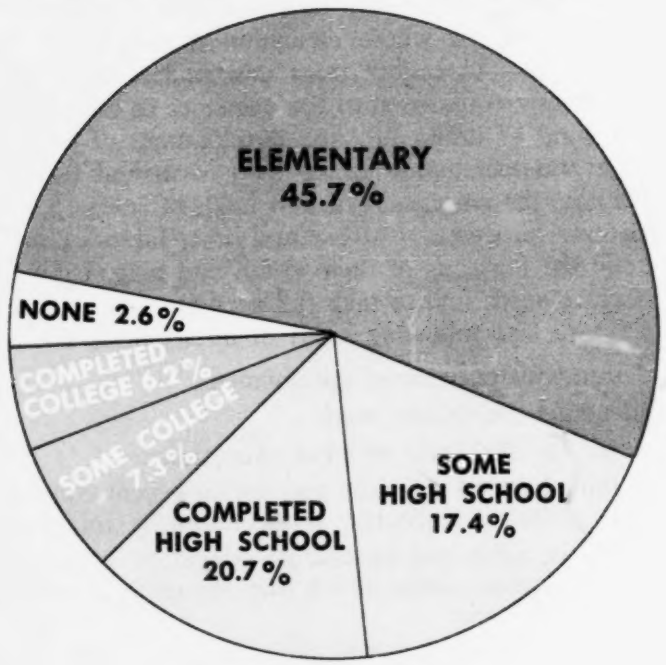
The special needs such centers are designed to serve.

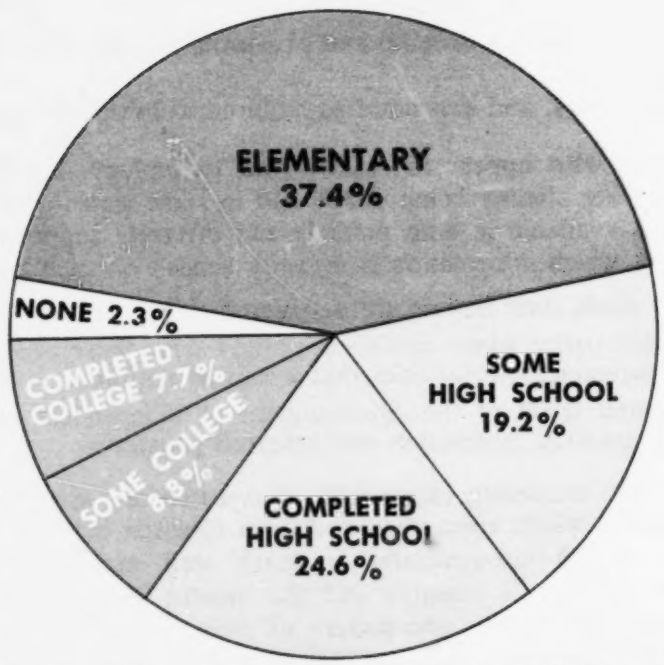
The conditions under which universities might serve these needs; the expansion in personnel and facilities that would be required.

The anticipated effect of the establishment of independent centers on universities, graduate instruction and research programs.

Because of the increasing importance of research, an appraisal of activities in each institution in which research is a distinct function may be made in terms of the number of full-time-equivalent research staff members employed, the number engaged in contract research and the number in departmental or basic disciplinary research. Similarly, the pattern of expenditures for research in each institution should be analyzed in terms of institutional objectives.

Especially important to the picture of higher education within a state are





Highest Year of School Completed by Population 25 Years Old and Over, SREB States, 1950 and 1960

FIGURE 3

data on the faculty and their services. This includes the number of faculty members (full-time, part-time, and full-time-equivalent) classified by types of institutions, by rank, and by the highest degree held; the ratio of full-time-equivalent faculty to full-time-equivalent students by types of institutions and educational level; teaching loads expressed in terms of student credit hours by types of institutions, by fields or departments, and by educational level. The instructional cost per full-time-equivalent student by departments or professional schools for each educational level is significant for certain purposes.

The growing demand and the inadequate supply of college teachers is shown by data already available from the research division of the National Education Association, from the United States Office of Education, from the American Council on Education, from the Southern Regional Education Board and from other sources. These data indicate a decline in the percentage of new faculty appointees who hold the doctor's degree, and they portray the conditions of faculty service that determine the attractiveness of college teaching positions in comparison with the demands for highly trained personnel in other fields and the reasons why persons with graduate preparation decide for or against college teaching.

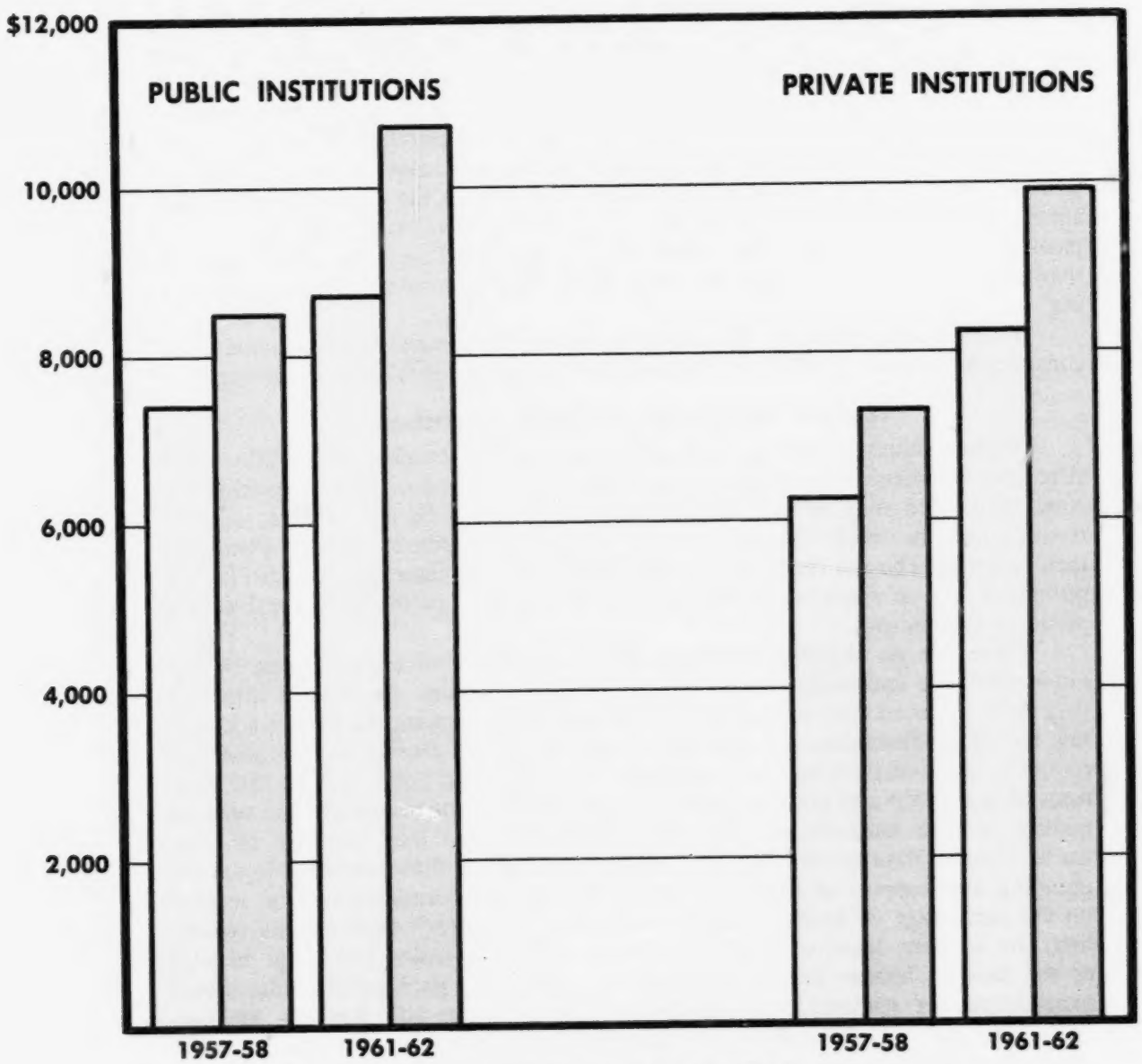
State-by-state statistics illustrating some of the topics which a state must consider as it moves toward new horizons are presented in Tables 10 through 17.

Toward Excellence in Higher Education

A short supply of college teachers is only one of a number of conditions that affect the excellence of a college or university. College teachers may be overloaded, what they teach may be outmoded, their methods may be out of date, or their rewards may be wholly incommensurate with the importance and the dignity of their position. The net result of the combination of such factors is likely to be low morale, a lack of spirit and enthusiasm, and a lowering of the intellectual atmosphere of the campus.

There are no objective measures of the excellence of an institution. A few universities are nationally recognized as being outstanding. An inquiry into how they have achieved their reputation would disclose that among the factors accounting for their distinction are recognized ability of the faculty in teaching and research, the contributions of the faculty to the arts or to public service, the positions of leadership and prestige held by the graduates of the institution, the superior quality of their students and the financial support that they are able to command. Not all data of this type are readily available to those responsible for the planning and support of higher education. However, information can be secured on the percentage of faculty members who hold the doctor's degree or its equivalent, the teaching loads of faculty members, the salary scales and fringe benefits of the faculty, honors accorded the faculty, significant publications, educational expenditure per student, expenditures for library books and services, the percentage of the total budget derived from student fees and, in the case of unaccredited institutions, the criteria of the accrediting agency which they have failed to satisfy. There is no meter or "Geiger counter" by which to measure the final product of all these and other factors in the intellectual atmosphere of an institu-

Our Investment in Excellence



Average Salaries of Full Professors,
SREB States, and United States, 1957-58 and 1961-62

SREB States United States

FIGURE 4

tion. The excellence of an institution requires, however, that intellectual activities be paramount rather than secondary to social life and student organizations.

Data illustrating a state's requirements for information to help in the pursuit of excellence are shown in Tables 18 through 23.

Toward Greater Efficiency

Management consultants have said that if a business or industrial organization were to operate as do most colleges and universities, the outcome would be bankruptcy. In response, experts in higher education point out that the principles of business management are not strictly applicable to colleges and universities. The products of higher education are not measured in financial terms but in terms of their long-range contribution to the economic and social development of the state and of the society generally. Even if this point of view is accepted, however, the distinctive function of higher education does not justify uneconomical and inefficient operation. Generally, greater efficiency can be achieved, particularly in tax-supported institutions, by reducing unnecessary and expensive duplications in educational programs, by eliminating small classes that cannot be justified on sound educational grounds, by avoiding unnecessary proliferation of courses, by reducing student attrition, thereby achieving a better balance between lower level and upper level enrollments, by the employment of improved methods for measurement of student achievement and of placement, by the maximum use of space, and by well coordinated administrative procedures. Of particular importance in this connection is the employment of diversified methods of instruction, e. g., educational television, programmed learning and independent study.

These are matters of concern to all agencies that have any responsibility for planning and improving higher education, but the primary responsibility for the efficient operation of a college or university rests on its administration. The board of trustees or the board of regents which represents the public interest in higher education should have at its command data relating to the efficient operation of the institutions under its jurisdiction. These data may be released through appropriate channels for wider use by citizens committees, by legislative committees, or by a budget commission, provided they are clearly interpreted. The specific kinds of data that should be available to the board and through it to the public include:

Educational programs offered by each institution.

The highest degree offered in each program.

The enrollment in each department or area of specialization by degree levels.

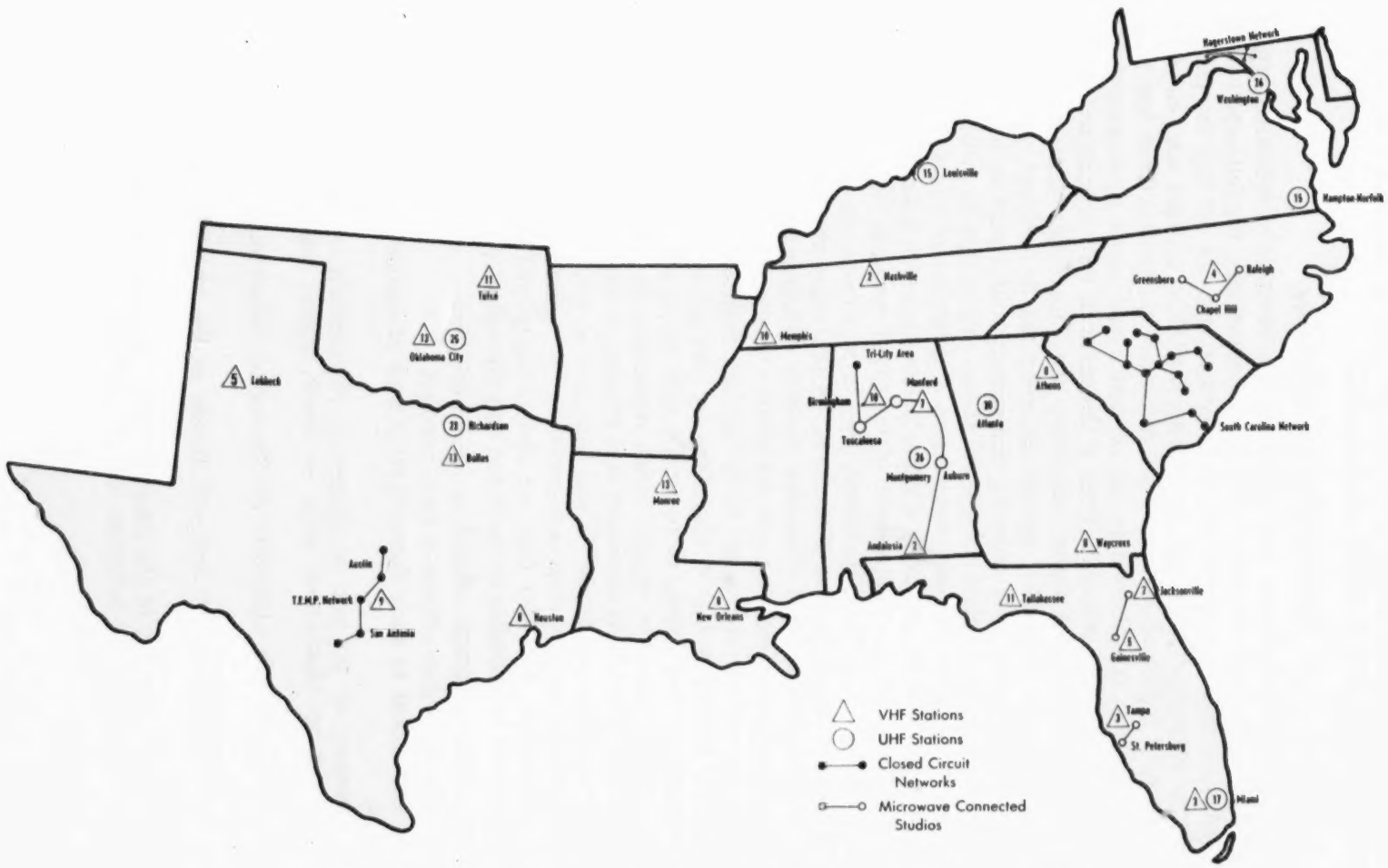
A summary of the size of classes by departments or subject matter fields and by educational levels — lower, upper, undergraduate, and graduate.

A summary of the utilization of classrooms, laboratories, and student stations.

A summary of current data and trends in the retention and loss of students.

A summary or chart of the administrative organization and the allocation of administrative functions in each institution.

Increasing the Range of Instruction Through the Effective Use of ETV



Educational Television Stations in the SREB States, 1962

FIGURE 5

The danger of misinterpreting and misusing these data cannot be overemphasized. There may be ample justification for small classes in certain fields or at certain levels. There may be special conditions that account for limited use of laboratories or certain types of classrooms, and there may be satisfactory explanations for what would appear to be unnecessary and expensive duplications in some subject matter fields. It would be unwise to conclude, as some management consultants have, that in the interests of efficiency all small classes should be discontinued or that all expensive duplications in programs are unwarranted. In making decisions based on data of the kind indicated, many factors must be taken into account. On the other hand, without such data, decisions are likely to be arbitrary and capricious.

A limited illustration of data involving the subject of greater efficiency in higher education is shown in Tables 24 through 26.

Toward Better Finance and Planning

There is a growing concern about the rising costs of higher education. In considering the basis for this concern, a number of factors must be taken into account — among them the effect of inflation, the growth of the economy, the ability of the state to pay, how expenditures compare with those of other states, the existence of untapped income sources, and the positive relationship between level of education and per capita income. To restrict expenditures for higher education is a sure way to limit the economic development of the state and the per capita income of its citizens.

The data of primary concern to those who have an interest in financing higher education are:

The total annual expenditures for higher education, public and private.

The amount of state funds appropriated for tax-supported higher institutions.

The amount of appropriated funds that is allocated to each publicly supported institution.

The total income of each publicly supported institution and the sources from which its income is derived.

The percentage of per capita income that is expended for higher education compared with that of other states.

The relationship of expenditures to the financial resources of the state; the financial effort compared with the effort of other states.

The total appropriations for capital expenditures for each institution.

The relationship of appropriations for capital expenditure to estimated capital needs for each institution.

The educational cost per full-time-equivalent student in each institution, overall and by departments and educational levels.

Expenditures for faculty salaries compared with corresponding regional and national expenditures.

The expenditure for student aid in each institution, sources of funds, types of aid, and the purposes of aid.

These data may be used by boards of trustees or regents to appraise the financial status of institutions under their jurisdiction, to prepare justifications for requests for state appropriations, and to evaluate institutional financial operations. The data may be used by budget commissions and finance committees of the legislatures to guide them in making decisions about the needs of higher education and the portion of the state income that will be devoted to the support of the state colleges and universities. These data will also be a means of informing citizens about the needs of higher education in general, the resources for meeting them and the extent to which they are being met. Most pressures for economies in state appropriations for higher education arise from a lack of information about the importance and the needs of the higher institutions. Enlightenment leads to better financing.

Information showing how the colleges and universities have been developing in recent years and how the educational needs of our times are increasing points to one significant conclusion — if the higher education job which must be done during the sixties is to be done economically, efficiently and effectively, it will have to be well planned. The tables which have been compiled in this booklet barely scratch the surface of "what the states need to know about higher education" in order to make effective long-range planning possible. Somewhere in every state there must be acceptance of responsibility for finding and analyzing the facts which are required. This is a continuing responsibility which needs to be regularized because effective planning is ever responsive to changing conditions; it is a never-ending function.

Who shall perform the fact-gathering function and who shall undertake implementation of the conclusions which follow from the facts? The Commission on Goals has said: "Every Southern state should have a central agency for long-range planning and coordination of higher education."

Such an agency, said the Commission, must:

Be given a clear statement of its mission and responsibility. This should be spelled out in the act which creates the agency.

Have sufficient authority to carry out its responsibility. If separate governing boards are retained for each institution, there must be a clear line of demarcation between their authority and that of the central agency.

Be staffed with personnel of sufficient caliber not only to perform its duties well but to command respect among the educators and educational administrators of the state. The executive head of the agency, in particular, should possess the qualities generally expected of a university president, and the position should carry comparable salary and prestige.

Devote its main attention to long-range planning rather than to annual or biennial budgets and budget requests. While the agency must naturally concern itself with budgets and legislative appropriations, its principal function should be to study the state's future needs for higher education and formulate plans to meet them effectively. It should also seek, with legislatures, to improve budgeting procedures for higher institutions, including increased flexibility in budgets.

Deal with educational programs and objectives as well as buildings and physical facilities. The agency should develop a long-range capital-construction schedule, but it must also measure changing needs in the state and devise plans to meet them.

Respect the traditional freedom of the institutions but cut out costly overlapping and needless duplication. Prevention of duplication can result in enriched program offerings in the state institutions, or by reducing waste make funds available for other educational purposes.

Take into consideration all the educational resources of the state when developing its plans. A state planning agency has no authority over private institutions, but it should serve as a clearinghouse of information about all higher education in the state, and it must take the private institutions into account in assessing needs and resources. Furthermore, a free and frank exchange of information between the private institutions and the state agency can aid the institutions in developing their own plans for maximum effectiveness in the future.

These were the recommendations of the Commission on Goals. Not every state will decide to follow them in every respect. The method which a state chooses in order to be assured that these functions are carried out will vary with the traditions, needs and preferences of the people in each state. But the Commission's assumption that long-range planning and coordination of higher education must be effected in some way is a premise which no state can long avoid while the needs of higher education — and the cost of meeting these needs — continue to mount.

Tables 27 through 33 illustrate the kinds of statistics which are required as a matter of course where financing and planning responsibilities are recognized.

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Selected Statistics for the States

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Selected Statistics for the States

The selection of illustrative data presented here is necessarily brief. It is meant to include major items of standardized information about higher education frequently requested by the busy educator, legislator, publicist, or interested citizen. Where projections are made, they should not be considered predictions; instead, they are facts about the future which apply under the stated conditions. The conditions which actually will prevail are in large part dependent upon decisions yet to be made — for example, whether or not to implement the various recommendations of the Commission on Goals.

Facts are not included concerning every recommendation made by the Commission. This does not reflect an evaluation of the relative importance of the recommendations. Appropriate state-by-state data are in some cases lacking or are out of date; in other cases the recommendations concern intangibles which are difficult to measure in terms of numbers.

Mostly these statistics provide a look at the past decade, the present, and sometimes the years to come. Bibliographical references are supplied to assist those who are interested in further details. Quotations are from the report *Within Our Reach.*

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Toward Full Opportunity

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TABLE 1

College age population (18-21), 1950, 1960, 1965 and 1970; per cent change, 1950-1960, 1960-1965 and 1960-1970

State	College Age Population				Per Cent Change		
	1950	1960	1965	1970	1950-1960	1960-1965	1960-1970
United States . . .	8,424,165	9,212,608	11,960,000	14,429,000	9.4	29.8	56.6
SREB States . . .	3,015,000	3,075,400	3,987,000	4,794,000	2.0	29.6	55.9
SREB States as a Per Cent of U.S.	35.8	33.4	33.3	33.2	. .	. .	. .
Alabama	208,000	184,373	230,000	266,000	-11.4	24.7	44.3
Arkansas	122,000	94,167	113,000	126,000	-22.8	20.0	33.8
Delaware	18,000	21,596	30,000	39,000	20.0	38.9	80.6
Florida	157,000	243,483	372,000	505,000	55.1	52.8	107.4
Georgia	227,000	233,871	300,000	357,000	3.0	28.3	52.6
Kentucky	187,000	173,492	217,000	252,000	-7.2	25.1	45.3
Louisiana	173,000	179,519	239,000	295,000	3.8	33.1	64.3
Maryland	133,000	158,528	214,000	268,000	19.2	35.0	69.1
Mississippi	150,000	129,736	161,000	187,000	-13.5	24.1	44.1
North Carolina . .	285,000	288,413	360,000	418,000	1.2	24.8	44.9
Oklahoma	141,000	126,619	161,000	190,000	-10.2	27.2	50.1
South Carolina . .	145,000	157,171	204,000	245,000	8.4	29.8	55.9
Tennessee	221,000	206,215	255,000	292,000	-6.7	23.7	41.6
Texas	495,000	535,147	700,000	849,000	8.1	30.8	58.6
Virginia	217,000	246,970	325,000	397,000	13.8	31.6	60.7
West Virginia . . .	136,000	96,100	106,000	108,000	-29.3	10.3	12.4

SOURCES: U.S. Bureau of the Census, *U.S. Census of Population*, 1960; Southern Regional Education Board, *Projections of the College Age Population for Southern States*, Atlanta, 1957, for 1950 age breakdown in SREB states; Ronald B. Thompson, *Estimating College Age Population Trends, 1940-1970*, American Association of Collegiate Registrars and Admissions Officers, 1954, for 1950 age breakdown in nation. Estimates of college age population, 1965 and 1970 based on unofficial projections prepared for the Research Division of the National Education Association by the U. S. Bureau of the Census and adapted by the Southern Regional Education Board. National data included in this and the following tables are for the aggregate United States unless otherwise specified.

TABLE 2

College enrollment, 1950, 1961; enrollment as a per cent of college age population, 1950, 1960, 1965, 1970

State	College Enrollment		Per Cent in College			
	1950-51	1961-62	1950-51	1960-61	1965-66	1970-71
United States	2,296,592	3,891,000	27.3	39.2	45.2	51.2
SREB States	565,289	954,636	18.7	28.7	33.3	37.9
SREB States as a Per Cent of U. S. . .	24.6	24.5	. .	. .	. .	. .
Alabama	29,621	47,967	14.2	24.9	30.4	35.9
Arkansas	18,102	27,719	14.8	26.6	32.6	38.6
Delaware	3,208	8,002	17.8	33.1	40.6	48.1
Florida	33,875	79,660	21.6	27.5	30.5	33.5
Georgia	35,743	51,955	15.7	21.5	24.5	27.5
Kentucky	28,878	51,784	15.4	27.6	33.6	39.6
Louisiana	32,546	62,312	18.8	31.8	38.3	44.8
Maryland	40,468	59,931	30.4	33.1	34.6	36.1
Mississippi	19,525	38,572	13.0	27.3	34.3	41.3
North Carolina	43,998	77,481	15.4	24.0	28.5	33.0
Oklahoma	39,403	59,623	27.9	45.5	54.5	62.5
South Carolina	21,528	32,749	14.8	20.1	22.6	25.1
Tennessee	38,720	64,579	17.5	30.6	37.1	43.6
Texas	125,624	198,784	25.4	34.7	39.2	42.7
Virginia	33,666	61,908	15.5	23.5	27.5	31.8
West Virginia	20,384	31,610	15.0	31.3	39.3	47.3

SOURCES: U. S. Office of Education, *Opening (Fall) Enrollment*, 1950 and 1960; *U. S. Census of Population*, 1950 and 1960. Projections by Southern Regional Education Board. Continuation of 1950-60 trend in each state brings the region almost to the 1960-61 national level by 1970-71. The national projection also assumes continuation of the 1950-60 trend.

TABLE 3

College enrollment, by control of institutions 1961 and 1970

State	1961			1970		
	Public	Private	Total	Public	Private	Total
United States .	2,373,510	1,517,490	3,891,000	5,171,000	2,216,000	7,388,000
SREB States . .	647,628	307,008	954,636	1,326,000	496,000	1,822,000
SREB States as a Per Cent of U. S.	27.3	20.2	24.5	25.6	22.4	24.7
Alabama	35,848	12,119	47,967	73,000	22,000	95,000
Arkansas	20,363	7,356	27,719	39,000	10,000	49,000
Delaware	6,877	1,125	8,002	16,000	3,000	19,000
Florida	52,863	26,797	79,660	130,000	39,000	169,000
Georgia	35,263	16,692	51,955	75,000	23,000	98,000
Kentucky	33,808	17,976	51,784	65,000	35,000	100,000
Louisiana	46,788	15,524	62,312	119,000	13,000	132,000
Maryland	37,230	22,701	59,931	64,000	33,000	97,000
Mississippi . . .	31,250	7,322	38,572	62,000	15,000	77,000
North Carolina	43,570	33,911	77,481	80,000	58,000	138,000
Oklahoma . . .	47,472	12,151	59,623	100,000	19,000	119,000
South Carolina	18,191	14,558	32,749	37,000	25,000	62,000
Tennessee . . .	37,355	27,224	64,579	84,000	43,000	127,000
Texas	135,550	63,234	198,784	249,000	114,000	363,000
Virginia	41,215	20,693	61,908	92,000	34,000	126,000
West Virginia .	23,985	7,625	31,610	42,000	9,000	51,000

SOURCES: U. S. Office of Education, *Education Directory, 1961*, for classification by control, except United States breakdown, which is estimated; *Opening (Fall) Enrollment, 1961*. Projections for 1970 based on SREB estimates shown in Tables 1 and 2 of this report; continuation of 1950-60 trends in college attendance and in proportion of public enrollment is assumed.

TABLE 4

College enrollment, per cent in public and in private institutions, 1950, 1961 and 1970

State	1950		1961		1970	
	Per Cent Public	Per Cent Private	Per Cent Public	Per Cent Private	Per Cent Public	Per Cent Private
United States	49.7	50.3	61.0	39.0	70.0	30.0
SREB States	61.7	38.3	67.8	32.2	71.5	28.5
Alabama	72.3	27.7	74.7	25.3	76.7	23.3
Arkansas	65.7	34.3	73.5	26.5	79.9	20.1
Delaware	85.1	14.9	85.9	14.1	86.5	13.5
Florida	53.5	46.5	66.4	33.6	76.9	23.1
Georgia	57.8	42.2	67.9	32.1	76.2	23.8
Kentucky	66.3	33.7	65.3	34.7	65.3	34.7
Louisiana	58.1	41.9	75.1	24.9	89.9	10.1
Maryland	57.3	42.7	62.1	37.9	66.0	34.0
Mississippi	81.6	18.4	81.0	19.0	81.0	19.0
North Carolina	54.2	45.8	56.2	43.8	57.8	42.2
Oklahoma	74.4	25.6	79.6	20.4	83.8	16.2
South Carolina	50.4	49.6	55.5	44.5	59.6	40.4
Tennessee	47.4	52.6	57.8	42.2	66.4	33.6
Texas	67.7	32.3	68.2	31.8	68.6	31.4
Virginia	59.1	40.9	66.6	33.4	72.7	27.3
West Virginia	68.4	31.6	75.9	24.1	82.0	18.0

SOURCES: *Opening (Fall) Enrollment,* 1950 and 1961; *Education Directory,* 1950 and 1961 for classification by control; the United States distribution for 1961 is estimated. Projections for 1970 assume continuation of 1950-1960 trends.

TABLE 5

College enrollment by state of residence, state of enrollment and academic level, 1958

State	Residents of Designated State Who Are Enrolled in College Anywhere				Non-residents enrolled in Colleges of State	
	In Home State		Out-of-state			
	Under-graduate	Graduate & Professional	Under-graduate	Graduate & Professional	Under-graduate	Graduate & Professional
United States	2,037,024	297,332	426,086	106,838	426,086	106,838
SREB States	566,219	52,638	98,104	28,648	105,233	21,015
SREB States as a Per Cent of U. S. . .	27.8	17.7	23.0	26.8	24.7	19.7
Alabama	34,021	2,075	4,874	1,657	5,830	517
Arkansas	17,886	1,146	4,025	1,001	2,407	186
Delaware	2,198	773	2,065	596	1,297	283
Florida	41,490	3,812	11,709	2,444	7,764	1,069
Georgia	32,350	2,528	6,733	1,529	6,899	1,536
Kentucky	30,851	3,119	6,267	1,563	6,047	1,731
Louisiana	41,015	4,074	3,740	1,079	3,992	1,750
Maryland	28,364	3,494	10,408	3,760	10,087	2,908
Mississippi	23,480	1,177	3,154	1,321	3,275	194
North Carolina	41,786	4,032	5,833	1,625	10,502	2,388
Oklahoma	41,027	4,143	4,525	1,380	5,695	621
South Carolina	17,994	1,759	3,819	1,285	4,824	222
Tennessee	34,676	3,617	6,077	1,520	11,804	2,761
Texas	135,867	13,490	8,556	2,661	10,527	3,010
Virginia	21,948	2,059	11,979	3,993	10,309	1,573
West Virginia	21,266	1,340	4,343	1,234	3,974	266

SOURCE: American Association of Collegiate Registrars and Admissions Officers, *Home State and Migration of American College Students, Fall 1958.*

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"Each state should make available a complete program of higher education, either in its own system or in cooperation with other states."

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*Quotations accompanying this selection of statistics are from *Within Our Reach, Report of The Commission on Goals for Higher Education in the South*, published by the Southern Regional Education Board.

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TABLE 6

Opportunities for post-high school education: institutions by level of offering, 1961-62

State	Highest Level of Offering (levels defined below)					Total
	I	II	III	IV	V	
United States	593	741	455	219	32	2,040
SREB States	204	224	118	57	8	611
SREB States as a Per Cent of U. S.	34.4	30.2	25.9	26.0	25.0	30.0
Alabama	5	9	9	2	1	26
Arkansas	2	10	5	1	1	19
Delaware	2	1	. .	1	. .	4
Florida	29	9	3	3	. .	44
Georgia	14	19	9	3	. .	45
Kentucky	11	13	10	3	. .	37
Louisiana	1	8	9	3	. .	21
Maryland	13	13	9	5	1	41
Mississippi	27	13	1	3	1	45
North Carolina	21	25	6	6	. .	58
Oklahoma	16	7	7	3	1	34
South Carolina	5	16	5	4	. .	30
Tennessee	6	26	10	3	1	46
Texas	36	23	23	12	1	95
Virginia	13	17	11	4	1	46
West Virginia	3	15	1	1	. .	20

I. At least two but less than four years of work beyond the twelfth grade.
II. Only the bachelor's and/or first professional degree.
III. Master's and/or second professional degree.
IV. Doctor of philosophy and equivalent degrees.
V. Other.

SOURCE: *Education Directory, 1961.*

TABLE 7

Fully accredited and "other" institutions, by control, 1950-51 and 1961-62

State	Public Institutions				Private Institutions			
	1950-51		1961-62		1950-51		1961-62	
	Fully Accredited	Other	Fully Accredited	Other	Fully Accredited	Other	Fully Accredited	Other
United States . .	403	239	555	183	760	453	1,049	262
SREB States . . .	169	54	200	58	213	150	293	62
SREB States as a Per Cent of U. S.	41.9	22.6	36.0	31.7	28.0	33.1	27.9	23.7
Alabama	8	. .	5	4	10	5	14	3
Arkansas	9	2	9	. .	4	9	7	4
Delaware	1	1	2	. .	1	2	2	. .
Florida	5	1	7	21	7	5	14	2
Georgia	14	5	18	2	21	13	25	1
Kentucky	8	2	8	. .	21	10	28	1
Louisiana	8	1	9	1	8	4	11	1
Maryland	9	5	11	9	12	7	19	5
Mississippi	17	4	19	6	7	10	9	11
North Carolina .	10	5	14	2	24	14	36	7
Oklahoma	14	11	15	8	3	6	6	5
South Carolina .	6	. .	6	. .	16	10	21	3
Tennessee	8	. .	8	. .	25	16	35	5
Texas	30	16	45	5	27	21	31	14
Virginia	12	. .	13	. .	24	10	29	7
West Virginia . .	10	1	11	. .	3	8	6	3

SOURCES: *Education Directory*, 1950 and 1961. "Other" includes institutions provisionally accredited, those accredited with some reservation or admitted on probation, as well as those not accredited by any nationwide or regional accrediting association. Newly established institutions usually are not eligible to apply for accreditation until they have been in operation for several years. In some states which have established new institutions in recent years (for example, Florida) this accounts for the large number of institutions in the "other" column.

"Each state should develop a strong system of two-year community colleges."

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TABLE 8

Junior college enrollment, public and private, 1950 and 1960; total as a per cent of all college enrollment, 1950 and 1960

State	1950			1960		
	Public	Private	Total as a Per Cent of College Enrollment	Public	Private	Total as a Per Cent of College Enrollment
United States	168,043	49,529	9.5	393,553	60,064	12.6
SREB States	33,802	19,406	9.4	64,671	26,452	10.3
SREB States as a Per Cent of U. S. .	20.1	39.2	. .	16.4	44.0	. .
Alabama	. .	950	3.2	. .	1,467	3.2
Arkansas	2,576	618	17.6	. .	1,025	4.1
Delaware	. .	104	3.2	. .	967	13.5
Florida	957	871	5.4	12,199	1,658	20.7
Georgia	2,601	1,407	11.2	5,330	1,934	14.5
Kentucky	660	2,279	10.2	569	3,013	7.5
Louisiana	190	. .	0.6	. .	73	0.1
Maryland	1,208	1,044	5.6	4,329	70	8.4
Mississippi	5,019	848	30.0	7,762	1,216	25.3
North Carolina	542	4,087	10.5	1,772	6,489	11.9
Oklahoma	2,875	188	7.8	5,544	807	11.0
South Carolina	. .	1,088	5.1	. .	1,516	4.8
Tennessee	. .	1,875	4.8	. .	1,737	2.7
Texas	16,773	1,181	14.3	26,285	1,130	14.8
Virginia	. .	1,976	5.9	. .	2,783	4.8
West Virginia	401	890	6.3	881	567	4.8

SOURCES: *Education Directory*, 1950 and 1960; *Opening (Fall) Enrollment*, 1950 and 1960.

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"Lack of funds continues to be a barrier for many able students. College costs have doubled since 1940 and will continue to rise. . . .

"To eliminate this barrier and to encourage higher academic achievement, state scholarship programs. based on need and ability, should be provided. In addition, state programs for student loans should be established or expanded."

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TABLE 9

Expenditures for scholarships, fellowships and prizes, 1951-52 and 1957-58, per cent change 1951-1957; number of students granted scholarships and average aid per student enrolled, 1959-60

State	Expenditures for Scholarships, Fellowships and Prizes			*Number of Scholarships in 1959-60*	*Amount in Scholarships Per Student Enrolled 1959-60*
	1951-52 (000's)	1957-58 (000's)	Percent Change 1951-1957		
United States . . .	$39,272	$129,935	230	*283,869*	*$28.57*
SREB States . . .	7,211	23,126	220	*75,467*	*23.67*
SREB States as a Per Cent of U.S.	18.4	17.8	. .	*26.6*	*82.8*
Alabama	260	536	106	*3,152*	*16.33*
Arkansas	180	606	236	*2,755*	*25.04*
Delaware	109	99	– 9	*850*	*49.12*
Florida	1,028	2,359	129	*3,373*	*25.38*
Georgia	372	1,485	299	*3,203*	*16 82*
Kentucky	400	892	123	*4,109*	*25.10*
Louisiana	388	1,354	249	*11,390*	*32.41*
Maryland	858	2,639	207	*3,559*	*32.24*
Mississippi	73	420	[illegible]5	*2,793*	*16.22*
North Carolina . .	638	2,995	369	*7,461*	*32.24*
Oklahoma	414	836	101	*3,661*	*15.61*
South Carolina . .	180	994	452	*3,029*	*25.21*
Tennessee	381	1,173	207	*5,109*	*21.33*
Texas	976	4,053	315	*13,298*	*17.51*
Virginia	739	2,080	181	*5,803*	*40.54*
West Virginia . .	218	605	177	*1,922*	*17.22*

SOURCES: U. S. Office of Education, *Financial Assistance for College Students: Undergraduate.* Washington: 1962; *Biennial Survey of Education,* 1951-52 and 1957-58; *Opening (Fall) Enrollment, 1959.* Funds reported are from a variety of sources, but none involve the programs of the National Defense Education Act. United States data are for the 48 contiguous states.

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Toward New Horizons

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"Each state should develop a well-planned and coordinated program of adult education as an integral part of its system of higher education."

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TABLE 10

Degree credit extension enrollment and non-credit resident adult education enrollment, 1953-54 and 1957-58; total for 1957-58 as a per cent of fall enrollment, 1957-58

State	Degree-credit Extension Enrollment		*Non-credit Resident Adult Education Enrollment*		Extension and Adult Education Enrollment As A Per Cent of Fall Enrollment
	1953-54	1957-58	*1953-54*	*1957-58*	1957-58
United States . . .	152,900	241,210	*162,387*	*251,048*	16.0
SREB States . . .	44,973	50,977	*12,506*	*15,976*	8.8
SREB States as a Per Cent of U.S.	29.4	21.1	*7.7*	*6.4*	. .
Alabama	5,486	6,246	*2*	*2,063*	20.0
Arkansas	832	1,482	*58*	*470*	9.2
Delaware	1,396	1,994	. .	*287*	37.4
Florida	6,443	4,287	*1,205*	*2,387*	12.5
Georgia	1,201	2,122	*334*	*219*	5.1
Kentucky	2,231	1,597	*377*	*887*	6.3
Louisiana	783	841	*593*	*1,042*	3.9
Maryland	346	1,315	*1,257*	*888*	5.0
Mississippi	3,335	1,029	*440*	*281*	4.7
North Carolina . .	1,523	2,452	*902*	*1,371*	6.5
Oklahoma	2,126	1,883	*935*	*113*	3.9
South Carolina . .	5,535	5,400	*105*	*81*	19.6
Tennessee	3,962	4,963	*302*	*2,072*	13.0
Texas	5,195	3,660	*4,987*	*3,037*	4.0
Virginia	3,569	9,857	*746*	*710*	21.6
West Virginia . . .	1,010	1,849	*263*	*68*	7.4

SOURCES: U. S. Office of Education, *Resident, Extension and Adult Education Enrollment in Institutions of Higher Education: November 1953;* and *Resident, Extension, and Other Enrollments in Institutions of Higher Education: First Term, 1957-58.*

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"The universities of the region must become creative, influential forces in the governmental, social and economic environment which surrounds them. As idea centers for social and economic development, they must take the lead in bringing new progress to the South."

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TABLE 11

Per cent of population 25 years or over with 4 or more years college, 1950 and 1960, in 1950 rank order; per capita personal income, 1950 and 1960

State	Per Cent with 4 or More Years of College		Per Capita Personal Income	
	1950	1960	1950	1960
United States	6.0	7.7	1,496	2,230
SREB States	5.1	6.9	1,111	1,735
SREB as a Per Cent of U.S.	..	..	(74.3)	(77.8)
Delaware	7.5	10.1	2,146	3,013
Maryland	7.2	9.3	1,580	2,394
Virginia	6.5	8.4	1,234	1,848
Florida	6.5	7.8	1,287	1,988
Oklahoma	6.3	7.9	1,146	1,848
Texas	6.2	8.0	1,339	1,924
South Carolina	5.5	6.9	882	1,397
North Carolina	5.1	6.3	1,012	1,574
Georgia	4.6	6.2	1,017	1,608
Louisiana	4.8	6.7	1,087	1,604
West Virginia	4.4	5.2	1,098	1,674
Tennessee	4.2	5.5	995	1,545
Kentucky	3.9	4.9	958	1,543
Mississippi	3.9	5.6	733	1,173
Alabama	3.7	5.7	869	1,462
Arkansas	3.2	4.8	807	1,341

SOURCES: *U. S. Census of Population*, 1950 and 1960; *Survey of Current Business*, August 1956 and August 1961.

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"Interest in several states in establishing non-university science and research centers designed to attract industry has been observed. But this interest can best be served by first strengthening science in our institutions. Only where university teaching and research programs have achieved excellence can there be hope for effective research centers geared to industrial development."

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TABLE 12

Separately budgeted research and development operating expenditures at major colleges and universities, 1957-58; scientific professional personnel engaged in research and development, total and number per 100,000 population, 1957-58

States	Number of Institutions	Total R&D Expenditures (in 000's)	Scientific Professional Personnel Engaged in R&D	
			Total	Per 100,000 Population
United States	377	$451,557	61,600	36.0
SREB States	95	92,932	12,169	23.5
SREB States as a Per Cent of U.S.	25.2	20.6	19.8	. .
Alabama	4	3,417	477	15.0
Arkansas	1	3,263	537	29.9
Delaware	1	1,602	157	37.4
Florida	5	10,353	1,038	24.5
Georgia	7	7,858	848	22.1
Kentucky	6	3,114	538	18.3
Louisiana	7	6,395	1,029	33.0
Maryland	5	11,528	1,850	64.4
Mississippi	5	2,863	276	12.9
North Carolina	6	10,084	1,014	22.8
Oklahoma	5	4,340	748	32.9
South Carolina	5	2,135	231	9.9
Tennessee	9	3,425	616	17.7
Texas	18	15,440	1,996	21.9
Virginia	9	5,787	620	16.2
West Virginia	2	1,328	194	10.3

SOURCE: Unpublished data from National Science Foundation, Office of Special Studies. Dollar amounts, on the average, are estimated to have doubled by 1961-62.

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"All institutions of higher education in the region must devote more attention to the shifting manpower needs of our changing economy and develop better ways of meeting them."

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TABLE 13

Total population and per cent urban, 1950 and 1960; per cent change in total, 1950-1960

State	1950		1960		1950-1960 Per Cent Change in Total
	Total Population	Per Cent Urban	Total Population	Per Cent Urban	
United States	150,697,361	64.0	179,323,175	69.9	19.0
SREB States	46,394,910	47.8	54,209,157	57.9	16.8
SREB States as a Per Cent of U.S.	30.8	(23.0)[a]	30.2	(25.1)[a]	. .
Alabama	3,061,743	43.8	3,266,740	54.8	6.7
Arkansas	1,909,511	33.0	1,786,272	54.3	-6.5
Delaware	318,085	62.6	446,292	65.7	40.3
Florida	2,771,305	65.5	4,951,560	73.9	78.7
Georgia	3,444,578	45.3	3,943,116	55.3	14.5
Kentucky	2,944,806	36.8	3,038,156	44.5	3.2
Louisiana	2,683,516	54.8	3,257,022	63.3	21.4
Maryland	2,343,001	69.0	3,100,689	72.8	32.3
Mississippi	2,178,914	27.9	2,178,141	37.7	-0.1
North Carolina . .	4,061,929	33.7	4,556,155	39.5	12.2
Oklahoma	2,233,351	51.0	2,328,284	62.9	4.3
South Carolina . .	2,117,027	36.7	2,382,594	41.2	12.5
Tennessee	3,291,718	44.1	3,567,089	52.3	8.4
Texas	7,711,194	62.7	9,579,677	75.0	24.2
Virginia	3,318,680	47.0	3,966,949	55.6	19.5
West Virginia . . .	2,005,552	34.6	1,860,421	38.2	-7.2

a. Urban population in SREB states as a per cent of urban population in the United States.
SOURCES: *U. S. Census of Population*, 1950 and 1960.

TABLE 14

Employees in non-agricultural establishments, number in SREB states 1961; as a per cent of number in United States, 1939, 1957 and 1961

Industry Group	Non-agricultural Employees in SREB States			
	Number in 1961	As a Per Cent of Number in United States		
		1939	1957	1961
Total [a]	13,722,300	22.1	25.0	25.4
Manufacturing	3,633,600	19.9	21.0	22.3
Construction	838,600	29.6	30.1	30.4
Transportation and Public Utilities	1,016,600	23.5	25.9	25.9
Trade	3,029,400	21.0	27.5	26.7
Finance, Insurance, Real Estate	633,800	14.0	22.1	23.1
Services	1,759,300	22.5	23.0	23.4
Government	2,453,800	24.5	27.1	27.8

a. Includes Mining

SOURCE: U. S. Department of Labor, Bureau of Labor Statistics, Regional Office, Atlanta.

TABLE 15

Total number in labor force and per cent in professional and managerial categories, 1950 and 1960; per cent change in total, 1950-1960

State	Labor Force				1950-1960 Per Cent Change in Total
	1950		1960		
	Total	Per Cent Professional and Managerial	Total	Per Cent Professional and Managerial	
United States	59,918,216	16.6	69,877,481	18.1	16.6
SREB States	17,184,660	14.5	20,029,680	16.8	16.6
SREB States as a Per Cent of U.S.	28.7	. .	28.7	. .	. .
Alabama	1,084,735	12.4	1,152,736	15.4	6.3
Arkansas	644,405	13.1	609,688	15.8	-5.4
Delaware	128,645	18.7	177,701	19.9	38.1
Florida	1,092,595	18.1	1,886,833	19.5	72.7
Georgia	1,332,795	12.6	1,515,829	15.4	13.7
Kentucky	1,006,835	12.6	1,034,489	14.7	2.7
Louisiana	920,710	15.7	1,092,385	17.9	18.6
Maryland	965,625	17.3	1,242,217	19.9	28.6
Mississippi	757,615	11.2	742,604	14.2	-2.0
North Carolina	1,549,360	11.6	1,754,362	13.4	13.2
Oklahoma	794,935	18.1	854,095	19.4	7.4
South Carolina	796,310	11.2	896,246	12.9	12.5
Tennessee	1,191,970	13.6	1,313,943	15.3	10.2
Texas	2,962,310	16.9	3,635,871	18.6	22.7
Virginia	1,300,295	14.2	1,532,599	17.0	17.9
West Virginia	655,520	14.1	588,080	16.5	-10.3

SOURCES: *U. S. Census of Population*, 1950 and 1960.

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"Industrial growth has greatly increased the region's needs for engineers. To help meet this need, most land-grant institutions have already switched their emphasis from agriculture to engineering."

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TABLE 16

Engineering enrollments, 1951-52 and 1961-62; per cent change, 1951-1961; first engineering degrees, 1950-51 and 1960-61; per cent change, 1950-1960

States	Undergraduate Enrollments			First Degrees		
	1951-52	1961-62	Per Cent Change 1951-1961	1950-51	1960-61	Per Cent Change 1950-1960
United States	128,367	197,661	54.0	37,904	31,901	–15.8
SREB States	28,723	50,707	76.5	8,519	8,427	– 1.1
SREB States as a Per Cent of U.S.	22.4	25.7	. .	22.5	26.4	. .
Alabama	2,204	3,258	47.8	576	616	6.9
Arkansas	413	1,033	150.1	159	233	46.5
Delaware	336	541	61.0	136	77	–43.4
Florida	983	2,001	103.6	258	470	82.2
Georgia	2,804	3,690	31.6	881	576	–34.6
Kentucky	1,215	2,094	72.3	333	289	–13.2
Louisiana	1,799	2,699	50.0	522	594	13.8
Maryland	1,337	3,521	163.4	375	399	6.4
Mississippi	649	1,623	150.1	158	330	108.9
North Carolina . . .	1,801	3,726	106.9	480	663	38.1
Oklahoma	3,294	4,177	26.8	1,164	832	–28.5
South Carolina . . .	1,817	2,661	46.4	389	369	– 5.1
Tennessee	1,090	2,722	149.7	439	451	2.7
Texas	6,129	10,381	69.4	1,531	1,662	8.6
Virginia	2,278	4,433	94.6	837	688	–17.8
West Virginia	574	1,147	99.8	281	178	–36.7

SOURCES: American Society for Engineering Education. *Journal of Engineering Education: Yearbook*, 1952 and 1962. Data are for accredited schools.

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"Most importantly, the South will need about 50,000 additional college teachers over the next 10 years, at least a third of whom should have the Ph.D."

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TABLE 17

Number of faculty, all institutions, 1951-52 and 1956-57; student-faculty ratio, 1951-52 and 1955-56; faculty additions required for enrollment growth and replacement, 1962-1970

State	Faculty (Full-time-equivalent)		Student-faculty Ratio		Faculty Additions Required, 1962-1970
	1951-52	1957-58	1951-52	1955-56	
United States	149,045	194,204	14.2	16.0	165,000
SREB States	38,677	48,845	13.3	16.1	43,600
SREB States as a Per Cent of U.S.	25.9	25.2	. .	. .	26.4
Alabama	2,181	2,377	12.2	17.7	2,200
Arkansas	1,171	1,441	13.5	14.0	1,200
Delaware	217	266	13.2	15.8	500
Florida	2,214	3,373	14.0	16.3	4,200
Georgia	2,451	3,015	12.9	16.3	2,100
Kentucky	1,881	2,291	13.8	17.0	2,400
Louisiana	3,002	3,677	10.4	14.5	3,200
Maryland	3,008	3,667	12.4	12.9	2,300
Mississippi	1,487	1,833	12.1	16.3	1,800
North Carolina	3,582	4,705	11.3	13.0	3,500
Oklahoma	2,037	2,695	16.5	20.3	2,800
South Carolina	1,588	1,776	12.3	15.7	1,400
Tennessee	2,849	3,734	12.3	12.6	3,600
Texas	6,797	9,232	17.2	19.6	8,200
Virginia	2,909	3,272	10.7	14.8	3,100
West Virginia	1,303	1,491	13.6	18.9	1,100

SOURCES: *Biennial Survey of Education*, 1951-52 and 1955-56; *Faculty and Other Professional Staff in Institutions of Higher Education, 1957-58; Opening (Fall) Enrollment*, 1951 and 1955. Faculty additions, 1962-1970, projected according to (a) a student-faculty ratio increasing 3.9 over the 1955-56 ratio in each state by 1970 but not exceeding 20:1, (b) a 3 per cent annual replacement rate to allow for deaths, retirement and persons leaving the profession, and (c) enrollments by 1970 as projected by SREB.

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Toward Excellence

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"Institutions must attract and develop faculties of the highest caliber. To do this, faculty salaries in the Southern states must be made competitive with those in the rest of the nation."

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TABLE 18

Average salaries of full professors and instructors, 9 to 10 months' service, PUBLIC 4-year institutions, 1957-58 and 1961-62; per cent change 1957-58 to 1961-62

State	Professors			Instructors		
	1957-58	1961-62	Per Cent Change 1957-58 to 1961-62	1957-58	1961-62	Per Cent Change 1957-58 to 1961-62
United States	$8,530	$10,650	24.9	$4,840	$5,640	16.5
SREB States	7,240	8,620	19.1	4,280	5,170	20.8
SREB States as a Per Cent of U.S.	84.9	80.9	. .	88.4	91.7	. .
Alabama	6,570	7,500	14.2	3,390	4,550	34.2
Arkansas	7,700	8,870	15.2	3,090	4,970	60.8
Delaware	8,110	9,790	20.7	4,650	5,150	10.8
Florida	7,650	9,610	25.6	4,360	5,480	25.7
Georgia	6,720	8,080	20.2	4,150	4,900	18.1
Kentucky	7,080	8,410	18.8	4,350	5,230	20.2
Louisiana	7,680	8,070	5.1	4,240	5,430	28.1
Maryland	8,360	9,040	8.1	4,940	5,540	12.1
Mississippi	6,160	7,910	28.4	3,480	4,350	25.0
North Carolina	8,170	8,840	8.2	4,430	5,620	26.9
Oklahoma	6,860	9,120	32.9	4,380	5,510	25.8
South Carolina	6,470	8,530	31.8	3,730	5,090	36.5
Tennessee	7,030	7,750	10.2	3,980	4,700	18.1
Texas	7,110	8,630	21.4	4,490	5,210	16.0
Virginia	7,700	9,130	18.6	4,400	5,100	15.9
West Virginia	6,430	8,160	26.9	4,250	5,240	23.3

SOURCE: U. S. Office of Education, special tabulation of higher education planning and management data, 1957-58 and 1960-61. Some of these averages are based on returns from a comparatively small number of institutions. The average used is a median of means.

TABLE 19

Average salaries of full professors and instructors, 9 to 10 months' service, PRIVATE 4-year institutions, 1957-58 and 1961-62; per cent change 1957-58 to 1961-62

State	Professors			Instructors		
	1957-58	1961-62	Per Cent Change 1957-58 to 1961-62	1957-58	1961-62	Per Cent Change 1957-58 to 1961-62
United States	$7,360	$9,830	33.6	$4,250	$5,340	25.6
SREB States	6,290	8,210	30.5	3,610	4,640	28.5
SREB States as a Per Cent of U.S.	85.5	83.5	. .	84.9	86.9	. .
Alabama	5,230	7,060	35.0	3,320	4,700	41.6
Arkansas	5,230	7,060	35.0	3,370	4,500	33.5
Delaware	. .	. .	. .	. .	. .	. .
Florida	6,640	8,520	28.3	3,610	4,960	37.4
Georgia	6,480	7,030	8.5	3,630	5,450	50.1
Kentucky	5,240	6,600	26.0	3,41[illegible]	4,600	34.9
Louisiana	7,350	10,120	37.7	4,210	4,810	14.3
Maryland	7,610	13,920	82.9	3,760	5,100	35.6
Mississippi	5,720	6,030	5.4	3,160	4,320	36.7
North Carolina	7,230	8,500	17.6	3,790	4,[illegible]20	16.6
Oklahoma	5,850	6,880	17.6	3,780	4,430	17.2
South Carolina	5,440	6,790	24.8	3,170	3,990	25.9
Tennessee	5,710	6,650	16.5	3,390	4,240	25.1
Texas	5,270	7,750	47.1	3,540	4,490	26.8
Virginia	6,270	8,160	30.1	3,880	4,860	25.3
West Virginia	5,730	7,630	33.2	3,680	4,780	29.9

SOURCE: U. S. Office of Education, special tabulation of higher education planning and management data, 1957-58 and 1960-61. Some of these averages are based on returns from a comparatively small number of institutions. The average used is a median of means.

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"Special effort should be made to strengthen the quality of graduate education. Here the Southern lag is particularly acute. There are few outstanding graduate schools in the region—some authorities say none. For lack of superior graduate opportunities in the Southern states, many of our best students go elsewhere. Often this means a permanent loss to the South."

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TABLE 20

Graduate enrollment, 1939, 1949, 1959; per cent change 1939-1949 and 1949-1959, as a per cent of total fall enrollment, 1959

State	Graduate Enrollment			Per Cent Change		As a Per Cent of Total Fall Enrollment, 1959
	1939	1949	1959	1939-1949	1949-1959	
United States	105,748	237,208	304,831	124.3	28.5	9.0
SREB States	12,052	41,733	48,980	246.3	17.4	5.8
SREB States as a Per Cent of U.S. . . .	11.4	17.6	16.0	. .	. .	. .
Alabama	292	1,247	2,171	327.1	74.1	4.7
Arkansas	79	466	922	489.9	97.9	3.9
Delaware	14	554	1,036	3,857.1	87.0	16.1
Florida	240	2,585	3,506	977.1	35.6	5.4
Georgia	460	2,401	1,956	422.0	–18.5	4.1
Kentucky	943	2,267	2,649	140.4	16.9	6.1
Louisiana	1,039	2,193	3,277	111.1	49.4	6.1
Maryland	1,033	3,419	4,757	231.0	39.1	9.4
Mississippi	163	1,163	1,022	613.5	–12.1	3.1
North Carolina	1,036	2,594	4,301	150.4	65.8	6.5
Oklahoma	1,149	3,466	4,031	201.7	16.3	7.2
South Carolina	160	945	1,486	490.6	57.2	4.8
Tennessee	1,130	3,567	4,159	215.7	16.6	6.9
Texas	3,277	12,334	10,787	276.4	–12.5	6.0
Virginia	667	1,175	1,863	76.2	58.6	3.5
West Virginia	370	1,357	1,057	266.8	–22.1	3.7

SOURCES: U. S. Office of Education, *Enrollment for Advanced Degrees, Fall, 1959; Biennial Survey of Education,* 1939-40 and 1949-50.

TABLE 21

Doctorates earned, by major fields of study, 1958-59

State	Natural Sciences		Social Sciences	Humanities	Education	All Fields
	Physical	Biological				
United States	2,777	1,574	1,874	1,456	1,614	9,295
SREB States	396	261	226	214	204	1,301
SREB States as a Per Cent of U.S.	14.3	16.6	12.1	14.7	12.7	14.0
Alabama	7	5	. .	5	14	31
Arkansas	3	. .	1	1	8	13
Delaware	15	. .	. .	. .	. .	15
Florida	30	20	26	18	15	109
Georgia	16	5	2	3	2	28
Kentucky	17	1	20	17	12	67
Louisiana	31	34	21	10	4	100
Maryland	62	43	20	13	24	162
Mississippi	. .	1	. .	. .	7	8
North Carolina	50	45	43	39	15	192
Oklahoma	24	20	11	4	34	93
South Carolina	. .	. .	2	4	. .	6
Tennessee	33	18	20	16	23	116
Texas	84	54	38	71	41	288
Virginia	22	9	15	13	3	62
West Virginia	2	6	1	. .	2	11

SOURCE: U. S. Office of Education. *Earned Degrees Conferred by Higher Educational Institutions, 1958-59*. Washington: 1961.

TABLE 22

Doctorates earned 1949-50, 1953-54, 1958-59; per cent change 1950-1959; average number needed annually for state's share of college teachers, 1962-1970

State	Doctorates Earned				*Average Number Needed Annually for College Faculty*
	1949-50	1953-54	1958-59	Per Cent Change 1950-1959	*1962-1970*
United States	6,633	8,995	9,295	40.1	*4,950*
SREB States	566	1,190	1,301	129.9	*1,305*
SREB States as a Per Cent of U.S.	8.5	13.2	14.0	. .	*26.4*
Alabama	. .	15	31	. .	*65*
Arkansas	. .	12	13	. .	*35*
Delaware	23	26	15	-34.8	*15*
Florida	16	90	109	581.2	*125*
Georgia	11	22	28	154.5	*65*
Kentucky	44	74	67	52.3	*70*
Louisiana	38	85	100	163.2	*95*
Maryland	120	167	162	35.0	*70*
Mississippi	. .	3	8	. .	*55*
North Carolina	118	194	192	62.7	*105*
Oklahoma	21	70	93	342.9	*85*
South Carolina	2	2	6	200.0	*40*
Tennessee	41	132	116	182.9	*105*
Texas	122	228	288	136.1	*245*
Virginia	47	60	62	31.9	*95*
West Virginia	3	10	11	266.7	*35*

SOURCES: *Biennial Survey of Education*, 1949-50 and 1953-54; *Earned Degrees Conferred by Higher Educational Institutions, 1958-59*. SREB calculation of annual requirements based on 27 per cent level of doctorates among new faculty — the approximate national average during the last decade. Since only about 45 per cent of doctorates enter college teaching, it is clear that no SREB state is producing its share of doctorates for college teaching. Industry and government require increasing numbers of persons at the doctoral level.

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*"College and university libraries should be strengthened,
and cooperation among them should be encouraged,
with the aim of making them a single great regional resource."*

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TABLE 23

Expenditures for libraries, by control, 1960-61; as a per cent of educational and general expenditures, 1949-50 and 1957-58; expenditure per student, 1949-50 and 1960-61

State	Expenditures for Libraries					
	1960-61		As a Per Cent of Educational and General Expenditures *a*		Per Student	
	Public	Private	1949-50	1957-58	1949-50	1960-61
United States	. .	. .	3.3	3.1	$ 23	$ 42
SREB States	$23,833,614	$12,412,058	3.5	3.3	23	41
Alabama	1,141,391	420,186	3.3	2.7	22	34
Arkansas	514,202	203,747	2.7	2.4	17	29
Delaware	311,463	250	1.9	3.4	14	44
Florida	2,180,461	963,188	4.5	4.0	29	47
Georgia	1,567,718	860,890	3.9	3.2	23	48
Kentucky	1,252,063	545,755	4.1	3.6	23	38
Louisiana	2,246,291	901,023	4.3	4.1	30	55
Maryland	1,204,720	960,957	2.1	2.0	20	41
Mississippi	814,180	185,493	2.6	2.7	20	28
North Carolina . . .	2,503,688	1,736,933	4.0	3.8	31	61
Oklahoma	1,328,239	251,099	3.3	3.4	17	27
South Carolina	648,979	393,652	2.9	3.4	18	33
Tennessee	1,258,422	1,212,743	3.3	3.1	25	39
Texas	4,357,735	2,849,327	3.3	3.6	18	39
Virginia	1,699,206	706,836	3.7	3.0	29	41
West Virginia	804,856	219,979	4.0	3.2	23	34

a. American Library Association recommended minimum is 5 per cent.

SOURCES: Total library expenditures and 1960-61 per student expenditure adapted from U. S. Office of Education, *Library Statistics of College and Universities, 1960-61, Institutional Data*, Washington: 1962. Library expenditures as a per cent of educational and general expenditures and 1949-50 expenditure per student adapted from *Biennial Survey of Education*, 1949-50 and 1957-58.

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Toward Greater Efficiency

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"Every institution should secure fuller utilization of instructional space."

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TABLE 24

Number of additional students who could have been accommodated in terms of instructional facilities; number of students beyond normal capacity; net per cent of additional students who could have been accommodated, by type of control, 1960-61

State	Additional Students Who Could Have Been Accommodated by Responding Institutions		Students Beyond Normal Capacity of Responding Institutions		Net Per Cent of Additional Students Who Could Have Been Accommodated	
	Public	Private	Public	Private	Public	Private
United States	122,437	94,817	37,931	5,233	7.1	11.1
SREB States	43,881	26,123	5,557	1,463	10.5	15.3
SREB States as a Per Cent of U.S.	35.8	27.6	14.7	28.0	. .	. .
Alabama	1,375	786	1,165	208	0.9	8.6
Arkansas	982	1,209	679	30	2.1	27.3
Delaware	315	25	. .	106	9.1	. .
Florida	3,218	2,417	496	65	8.1	15.7
Georgia	5,520	1,383	325	34	20.7	12.8
Kentucky	1,861	993	. .	113	11.9	10.0
Louisiana	2,047	1,569	300	10	7.8	18.2
Maryland	2,913	985	62	. .	14.6	10.2
Mississippi	2,515	999	280	118	11.7	23.5
North Carolina	2,098	1,257	500	309	5.7	4.4
Oklahoma	2,622	726	450	. .	9.3	22.7
South Carolina	1,311	1,535	. .	. .	9.2	18.8
Tennessee	2,392	3,528	. .	139	14.1	19.2
Texas	11,055	6,409	650	. .	15.5	24.5
Virginia	2,037	1,112	450	211	7.1	8.5
West Virginia	1,620	1,090	200	120	8.1	19.0

SOURCE: U. S. Office of Education, "College and University Physical Facilities Series," OE-51004-4, July, 1962, showing data furnished by approximately three fourths of all institutions. "Net per cent additional students who could have been accommodated" in each state calculated by SREB, based on actual number of students accommodated by responding institutions, as reported in OE-51004-4.

TABLE 25

Value of physical plant at end of year, 1957-58; value of physical plant per student enrolled, public and private, 1951-52 and 1957-58

State	Total Physical Plant Value (in 000's)	Physical Plant Value Per Student			
		1951-52		1957-58	
		Public	Private	Public	Private
United States	$11,180,156	$3,232	$2,820	$3,630	$3,663
SREB States	2,940,465	3,779	2,802	3,943	3,711
SREB States as a Per Cent of U.S.	26.3	(116.9)	(99.4)	(108.6)	(101.3)
Alabama	126,765	3,385	2,847	2,783	3,791
Arkansas	86,479	3,114	2,590	4,087	4,000
Delaware	25,150	3,434	2,261	4,366	2,145
Florida	194,499	3,599	2,025	4,750	2,314
Georgia	181,005	2,899	4,143	3,464	5,110
Kentucky	162,527	3,946	3,076	4,341	3,715
Louisiana	185,738	3,642	2,682	3,935	3,616
Maryland	181,369	2,551	3,238	3,895	4,362
Mississippi	97,358	3,231	3,356	3,709	2,575
North Carolina	319,272	5,724	4,437	5,592	5,273
Oklahoma	179,506	4,573	1,989	3,862	2,398
South Carolina	137,507	4,870	2,678	5,305	4,454
Tennessee	193,632	3,536	3,460	3,191	4,167
Texas	569,062	3,306	1,946	3,619	3,050
Virginia	195,959	4,884	2,801	3,946	4,152
West Virginia	104,636	4,890	1,622	4,384	2,889

SOURCES: *Biennial Survey of Education*, 1951-52 and 1957-58; *Opening (Fall) Enrollment*, 1951 and 1957.

"Southern states should make maximum use of television for classroom instruction and home study."

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TABLE 26

Reported number of collegiate telecourses for credit and reported number enrolled, 1957-58 and 1960-61

State	Reported Number of Courses Offered		Reported Enrollment	
	1957-58	1960-61	1957-58	1960-61
United States	253	504	20,800	100,699
SREB States	39	131	1,138	23,540
SREB States as a Per Cent of U.S.	15.4	26.0	5.0	23.4
Alabama	3	7	196	733
Arkansas	. .	5	. .	19
Delaware	. .	. .	. .	. .
Florida	2	17	290	3,515
Georgia	. .	7	. .	991
Kentucky	. .	5	. .	484
Louisiana	1	2	210	44
Maryland	. .	11	. .	6,563
Mississippi	. .	4	. .	28
North Carolina	6	9	57	3,076
Oklahoma	3	12	. .	344
South Carolina	. .	2	. .	49
Tennessee	4	11	33	1,319
Texas	15	16	94	5,091
Virginia	1	14	75	1,111
West Virginia	4	9	183	173

SOURCES: Michigan State University Continuing Education Service, *Telecourses for Credit*, 1958 and 1961.

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Toward Better Finance and Planning

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"Financial support for all institutions of higher learning must be increased substantially through more generous gifts and higher appropriations from local, state and federal governments."

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TABLE 27

State operational support of public institutions, total and per student, 1951-52 and 1961-62; per cent per student change, 1951-1961

State	State Operational Support				
	Total (in 000's)		Per Student		
	1951-52	1961-62	1951-52	1961-62	Per Cent Change 1951-1961
United States	$584,942	$1,633,757	$556	$688	23.7
SREB States	174,831	447,913	564	692	22.7
SREB States as a Per Cent of U.S.	29.9	27.4	(101.4)	(100.6)	. .
Alabama	10,376	19,683	554	549	- 0.9
Arkansas	6,944	16,599	667	815	22.2
Delaware	1,229	4,308	518	626	20.8
Florida	17,317	46,076	1,001	872	-12.9
Georgia	8,472	29,046	435	824	89.4
Kentucky	5,778	24,491	353	724	105.1
Louisiana	14,262	48,316	785	1,033	31.6
Maryland	9,066	26,654	427	716	67.7
Mississippi	5,790	16,200	401	518	29.2
North Carolina	13,471	35,678	619	819	32.3
Oklahoma	13,940	30,000	567	632	11.5
South Carolina	6,419	14,449	645	794	23.1
Tennessee	9,384	21,522	539	576	6.9
Texas	31,649	71,000	463	524	13.2
Virginia	9,600	23,953	551	581	5.4
West Virginia	11,132	19,938	915	831	- 9.2

SOURCES: *Biennial Survey of Education, 1951-52; Opening (Fall) Enrollment,* 1951 and 1961; 1961 state support compiled in Southern Regional Education Board, *Financing Higher Education,* (Number 10), Atlanta.

TABLE 28

Private gifts and grants for educational and general purposes, private institutions, total and per student, 1949-50 and 1957-58; per cent per student change, 1949-1957

State	Private Gifts and Grants				
	Total (in 000's)		Per Student		
	1949-50	1957-58	1949-50	1957-58	Per Cent Change 1949-1957
United States	$99,253	$256,197	$80	$199	119
SREB States	19,019	50,806	86	192	106
SREB States as a Per Cent of U.S.	19.2	19.8	(107.5)	(96.5)	. .
Alabama	906	2,176	99	196	97
Arkansas	478	1,220	101	267	166
Delaware	145	42	309	63	-246
Florida	399	1,555	23	64	41
Georgia	1,685	2,797	120	201	81
Kentucky	1,379	3,436	130	244	114
Louisiana	1,734	3,788	117	243	126
Maryland	2,332	6,153	129	312	183
Mississippi	451	1,167	115	207	92
North Carolina	1,915	5,495	90	199	109
Oklahoma	326	1,246	30	100	70
South Carolina	1,083	1,903	99	153	54
Tennessee	1,837	5,076	85	233	148
Texas	2,863	10,391	70	175	105
Virginia	1,302	3,634	88	237	149
West Virginia	184	727	30	123	93

SOURCES: *Biennial Survey of Education*, 1949-50 and 1957-58; *Opening (Fall) Enrollment*, 1949 and 1957.

TABLE 29

Educational and general expenditures per student, public and private, 1949-50 and 1957-58; 1961-62 total expenditure, by control

State	Educational and General Expenditures					
	Per Student				Total 1961-62 (in 000's)	
	1949-50		1957-58			
	Public	Private	Public	Private	Public	Private
United States	$746	$653	$1,183	$1,187	$3,201,865	$2,053,164
SREB States	707	563	1,129	927	833,497	327,958
SREB States as a Per Cent of U.S. .	(94.8)	(86.2)	(95.4)	(78.1)	26.0	16.0
Alabama	760	488	1,120	629	45,778	8,747
Arkansas	711	416	1,240	632	28,793	5,294
Delaware	768	629	1,048	852	8,218	1,092
Florida	850	433	1,295	723	78,026	22,081
Georgia	585	641	1,113	1,651	44,749	31,414
Kentucky	601	489	964	657	37,155	13,464
Louisiana	804	512	1,240	949	66,158	16,797
Maryland	774	1,055	1,398	2,240	59,344	57,978
Mississippi	816	479	970	573	34,562	4,781
North Carolina	854	723	1,495	1,129	74,243	43,643
Oklahoma	600	285	887	449	47,994	6,221
South Carolina	829	401	1,167	592	24,194	9,827
Tennessee	764	736	896	1,198	38,139	37,188
Texas	591	416	1,025	583	158,322	42,051
Virginia	931	583	1,440	963	67,675	22,721
West Virginia	653	372	1,012	536	27,679	4,659

SOURCES: *Biennial Survey of Education*, 1949-50 and 1957-58. State estimates for 1961-62 assume a 3.5 per cent annual increase in cost per student; United States total for 1961-62 is actual, but allocation between public and private is estimated.

TABLE 30

State operational support of public institutions as a per cent of general (state) revenue, 1951-52 and 1961-62; as a per cent of educational and general (institutional) expenditure, 1950-51 and 1957-58; educational and general expenditures projected to 1970

State	State Operational Support: As a Per Cent of General (State) Revenue		State Operational Support: *As a Per Cent of Educational and General Expenditure*		Educational and General Expenditures, 1970 (in 000's)
	1951-52	1961-62	*1950-51*	*1957-58*	
United States	4.7	5.7	*46.8*	*51.8*	$9,174,000
SREB States	4.7	5.4	*49.6*	*56.7*	2,303,000
SREB States as a Per Cent of U.S.	. .	. .	. .	. .	25.1
Alabama	5.5	4.1	*42.6*	*44.5*	123,000
Arkansas	4.7	6.1	*54.0*	*63.3*	72,000
Delaware	3.3	4.0	*38.4*	*54.9*	25,000
Florida	6.3	6.2	*73.0*	*75.9*	253,000
Georgia	3.5	4.9	*33.5*	*42.7*	125,000
Kentucky	3.2	5.4	*36.6*	*45.1*	94,000
Louisiana	3.7	6.2	*70.5*	*83.3*	221,000
Maryland	4.9	5.5	*46.3*	*57.3*	133,000
Mississippi	3.7	4.9	*34.7*	*46.1*	91,000
North Carolina	3.9	5.2	*51.1*	*51.9*	179,000
Oklahoma	5.2	6.2	*55.3*	*63.5*	132,000
South Carolina	4.2	4.0	*46.2*	*68.5*	64,000
Tennessee	4.0	4.4	*50.1*	*51.4*	114,000
Texas	5.7	5.5	*48.3*	*53.9*	382,000
Virginia	4.2	4.6	*33.0*	*40.8*	231,000
West Virginia	7.8	7.1	*69.5*	*81.0*	64,000

SOURCES: U. S. Bureau of the Census, *Compendium of State Government Finances*, 1951 and 1961; *Biennial Survey of Education*, 1950-51 and 1957-58; *Financing Higher Education*, Number 10. Projection to 1970 assumes a 3.5 per cent annual increase in cost per student.

TABLE 31

Educational and general expenditures; capital outlay; combined total as a per cent of personal income, 1949-50 and 1957-58

State	1949-50			1957-58		
	Educational and General Expenditures (in 000's)	Capital Outlay (in 000's)	Total as a Per Cent of Personal Income	Education and General Expenditures (in 000's)	Capital Outlay (in 000's)	Total as a Per Cent of Personal Income
United States . . .	$1,706,444	$416,831	1.1	$3,604,414	$1,007,836	1.3
SREB States	389,647	131,658	1.2	805,867	236,947	1.3
SREB States as a Per Cent of U.S.	22.8	31.6	. .	22.4	23.5	. .
Alabama	21,646	5,916	1.2	41,071	8,205	1.2
Arkansas	12,226	3,946	1.1	23,585	7,060	1.5
Delaware	2,577	360	0.5	6,260	4,570	0.9
Florida	23,450	9,660	1.1	55,271	20,179	1.0
Georgia	23,634	4,280	1.0	58,302	10,141	1.3
Kentucky	18,232	3,114	0.9	33,733	13,906	1.1
Louisiana	24,338	6,140	1.2	55,554	19,559	1.5
Maryland	33,382	7,617	1.3	78,359	14,828	1.5
Mississippi	14,749	3,513	1.4	24,898	4,778	1.4
North Carolina . .	35,799	15,552	1.5	77,602	18,003	1.6
Oklahoma	23,786	12,890	1.6	39,970	16,321	1.5
South Carolina . .	14,428	1,935	1.0	25,416	12,887	1.4
Tennessee	29,758	8,518	1.3	54,954	14,214	1.4
Texas	69,341	35,889	1.1	144,459	50,651	1.2
Virginia	29,205	8,370	1.2	63,048	18,134	1.3
West Virginia . . .	13,096	3,954	0.9	23,385	3,512	0.9

SOURCES: *Biennial Survey of Education*, 1949-50 and 1957-58; *Survey of Current Business*, August 1956 and August 1959.

TABLE 32

Personal income and alternative educational cost projections, 1970; cost projections as a per cent of personal income, 1970

State	Personal Income (in 000,000's)	Combined Total of Educational and General Expenditures and Capital Outlay			
		Projection I		Projection II	
		Amount (in 000's)	As a Per Cent of Personal Income	Amount (in 000's)	As a Per Cent of Personal Income
United States	$650,000	$10,664,000	1.6	$14,794,000	2.3
SREB States	153,195	2,849,000	1.9	3,384,000	2.2
SREB States as a Per Cent of U.S. . . .	23.6	26.7	. .	22.9	. .
Alabama	7,665	143,000	1.9	167,000	2.2
Arkansas	3,780	75,000	2.0	93,000	2.5
Delaware	2,205	28,000	1.2	34,000	1.5
Florida	17,850	267,000	1.4	337,000	1.9
Georgia	10,080	175,000	1.7	205,000	2.0
Kentucky	7,140	122,000	1.7	152,000	2.1
Louisiana	8,190	185,000	2.3	273,000	3.3
Maryland	12,075	246,000	2.0	264,000	2.2
Mississippi	3,990	106,000	2.7	122,000	3.1
North Carolina	11,130	215,000	1.9	308,000	2.8
Oklahoma	6,825	155,000	2.3	174,000	2.5
South Carolina	5,775	107,000	1.9	100,000	1.7
Tennessee	9,240	197,000	2.1	219,000	2.4
Texas	30,765	574,000	1.9	565,000	1.8
Virginia	11,865	173,000	1.5	289,000	2.4
West Virginia	4,620	81,000	1.8	82,000	1.8

SOURCE: National income projection adapted from National Planning Association, "Regional Projections to 1976," 1962. State projections by SREB. Projection I based on educational and general expenditure and instructional capital outlay calculation assuming 1.8 per cent region-wide annual increase in cost per student and 45 per cent college attendance of college age youth, nationally; projection II assumes 3.5 per cent state-by-state annual increase and 51 per cent college attendance of college age youth nationally. Both assume no inflation. Annual increase per student for the period 1949-1957, in constant dollars, exceeded 4 per cent.

". . . every institution needs research on its own operation as a basis for planning and efficient management . . ."

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TABLE 33

Per cent enrolled in public and private institutions, 1960; per cent increase in instructional and residential accommodations planned, by type of control, 1960-1965

State	1960 Enrollment		Per Cent Increase in Accommodations Planned, 1960-1965			
			Instructional		Residential	
	Per Cent Public	Per Cent Private	Public	Private	Public	Private
United States	59.2	40.8	44.8	35.8	56.5	45.6
SREB States	65.0	35.0	47.7	42.3	50.1	44.8
Alabama	73.4	26.6	44.3	41.0	63.9	48.6
Arkansas	71.5	28.5	64.4	50.4	44.5	82.6
Delaware	86.5	13.5	55.5	31.1	86.0	121.5
Florida	61.1	38.9	61.3	40.8	26.8	35.7
Georgia	66.3	33.7	42.7	43.1	66.1	54.0
Kentucky	63.5	36.5	53.4	53.2	54.5	64.6
Louisiana	73.5	26.5	44.4	31.6	60.0	65.9
Maryland	58.1	41.9	59.3	23.6	71.7	30.2
Mississippi	79.9	20.1	49.0	51.1	52.8	47.4
North Carolina	56.0	44.0	53.8	34.6	33.5	37.4
Oklahoma	78.3	21.7	61.4	56.5	53.9	47.8
South Carolina	54.9	45.1	25.6	33.5	24.8	28.6
Tennessee	60.1	39.9	50.2	38.2	67.0	43.5
Texas	61.4	38.6	38.6	66.9	56.8	48.1
Virginia	62.5	37.5	36.9	28.4	34.2	35.3
West Virginia	72.8	27.2	38.7	25.7	74.8	51.8

SOURCES: "College and University Physical Facilities Series," OE-51004-4 and OE-51004-5, July, 1962, showing data furnished by approximately three fourths of all institutions.

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